

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION  
SUBSTANTIVE PROGRAM APPLICATION  
COMMITTEE RECOMMENDATION**

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**SUBSTANTIVE PROGRAM APPLICATION**

Southeast Technical College

Associate of Applied Science (AAS) in Human Resource Management

**COMMITTEE RECOMMENDATION**

The Committee on Academic Affairs and Institutional Effectiveness met on 11/18/2021 to consider the merits of the substantive program application and, if present, review unresolved concerns regarding program duplication.

After review, the Committee makes the following action recommendation to the Board of Technical Education:

- ☒ Approval
- ☐ Disapproval
- ☐ Deferral
- ☐ Other:

## PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	N/A
Program Title	Human Resource Management
Program Award Level: Check all that apply	<input type="checkbox"/> Short-Term Certificate <input type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input checked="" type="checkbox"/> Associate of Applied Science
CIP Code (6 Digit)	TBD
Projected Implementation Date	8/22/2022
Location	<input checked="" type="checkbox"/> Main Campus <input checked="" type="checkbox"/> Other: Online

## SUMMARY

Type of Substantive Change	<input checked="" type="checkbox"/> New Program (B.1.1) <input type="checkbox"/> Significant Curriculum Modification (B.1.2) <input type="checkbox"/> Other:
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Describe the change the institution is seeking approval of.

Southeast Technical College (STC) has identified the need for human resource generalists and entry level human resources staff in South Dakota to assist with meeting the needs of local businesses who are experiencing a shortage in the labor force. STC has the physical space and personnel to accommodate this academic program. STC has also solicited input and advice regarding program design and delivery models from our industry partners. The following proposal addresses the design, evaluation, and implementation of a Human Resources Management (HRM) program.

Human resource management is the organizational function that manages issues related to the people in an organization. Responsibilities include compensation, recruitment, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, policy administration, and training. To assist industry in providing the support necessary to recruit and retain employees, STC is proposing an Associate of Applied Science in Human Resource Management. The primary objective of this program is to provide highly skilled human resources generalists to local and regional businesses.

The educational focus of the Human Resources program will prepare and educate students on the entry level skills needed to provide these vital resources and support of each company's workforce. The academic program will be based on the Society of Human Resource Management's (SHRM) certification program. The AAS from STC combined with industry experience will allow graduates to pursue SHRM certification. The curriculum will include an internship opportunity.

## CRITERION 1: MISSION

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The program aligns with the system's mission and strategic priorities.

1.1. The program aligns with the system's mission of preparing a technically skilled workforce prepared to serve the state of South Dakota and its regions.

*1.2. The program aligns with the system's strategic priorities.*

1.1. Describe how the proposed program aligns with the system's mission.

The mission of Southeast Technical College (STC) is to educate individuals for dynamic and rewarding careers that promote lifetime success and meet the workforce needs of our region. In conjunction with their Program Advisory Committee, the Business Team identified the need for human resource generalists to meet the workforce needs of the region. The proposed Associate of Applied Science in Human Resource Management program will focus on preparing students for general, entry-level employment in Human Resources positions such as a human resource specialist, human resource assistant, or payroll clerk that are found in a variety of industries. This program aligns with the college's mission for workforce development that serves the needs of the growing and transforming Sioux Falls region.

## CRITERION 2: DEMAND

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The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
- 2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

This is not an emerging career field.

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

Lake Area Technical College offers an Associate's degree in Business with an Human Resources option as part of their business degree program. Based on a review of the Board of Technical Educations FY22 Fall Enrollment report LATC did not have a separate line-item reporting enrollment numbers in the Human Resources option.

Black Hills State University offers an undergraduate degree in Human Resources Management.

University of South Dakota offers an undergraduate degree in Human Resources Management.

- B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication ([BP 303.2](#)). Select all that apply.

☒ Unmet Demand (C.5.1.1)  
☐ Industry Partnership (C.5.1.2)

☒ Increases Student Access (C.5.1.3)  
☐ Other:

- I. For each condition selected above, provide a brief justification.

Increases Student Access: At present, the human resources industry in the Sioux Falls region is experiencing a need for highly qualified generalists and entry level human resources staff to assist with meeting the needs of local businesses who are experiencing a shortage in the labor force. These individuals assist with recruiting, processing new hires, onboarding, and supporting businesses. This AAS degree option will also provide access to stackable education opportunities for students who are interested in a business career field as the AAS can be the foundation to the bachelor's degree.

Unmet Demand: The South Dakota Department of Labor is reporting that between 2018 and 2028, there is a projected demand in Training and Development Specialists (SOC Code 13-1151) with a 10.8% increase or 55 positions. In Compensation, Benefits, and Job Analysis Specialists (SOC Code 13-1141), there is a 9.6% increase in demand or 67 positions. In Human Resources Specialists (SOC Code 13-1071), there will be an increased need of 7.4% or 117 positions. This represents a total of 239 positions that will need to be filled.

### CRITERION 3: DESIGN

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The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.

- 3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.
- 3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.
- 3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.
- 3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.
- 3.5. The program, when appropriate, offers flexible delivery methods to increase student access.

3.0. Describe the proposed program's alignment with the program award level requirements established in [BP 301.1](#).

A. Does the program align with the requirements?

- ☒ Yes  
☐ No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

N/A

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

**Technical Outcomes category**

- Create Human Resource Management related plans
- Understand and enforce local, state, and federal employment laws and regulations.

**Problem Solving/Critical Thinking Outcomes category**

- Apply the primary functions of human resources in the decision-making process.
- Apply talent acquisition and workforce planning strategies.

**Professional Outcomes category**

- Collaborate and interact with other team members to support organizational goals
- Use effective time management skills
- Apply appropriate ethical standards in the workplace

**Communication Outcomes category**

- Communicate with clarity, coherence, and correctness for the Human Resource field

B. Describe how the program learning outcomes were developed and validated.

The program learning outcomes were developed after consultations with the advisory board and examining what abilities and knowledge would be critical to the students. In addition, the Society of Human Resource Management's (SHRM) certification program was reviewed and utilized to develop the outcomes and curriculum.

The program learning outcomes align with the STC Institutional Common Learning Outcomes and align with the mission and vision of the institution. STC uses a specific process to develop and validate learning outcomes based on the following six principles.

- Learning outcomes should have two parts: an action verb and a content area. Utilize the action verb to specify the desired student learning, followed by a specific description of the content target.
- Keep statements short and focused on a single outcome. This allows instructors to determine whether or not an objective has been met without distinguishing between partial completion or complete success.
- To ensure that learning outcomes are effective and measurable, avoid using vague verbs or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred.
- Learning outcomes should be SMART (specific, measurable, attainable, relevant, and time-bound)
- Include complex or higher-order learning outcomes when they are appropriate. Learning outcomes reflect instructors' expectations for student performance.
- Utilize learning outcomes as foundation of the academic program. Learning outcomes match instructional strategies and assessment requirements.

### 3.2. Describe the program's learning assessment strategy.

- A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

The Academic Leadership Team oversees Program Learning Outcomes (PLO) Assessment at STC. It is coordinated and facilitated by the Dean of Curriculum and Instruction and Institutional Effectiveness. STC utilizes Watermark's Planning & Self-Study software which allows the college to plan, assess, report, review and improve the program and institutional common learning outcomes. With the Watermark software, all faculty and administrators have immediate access to review and manage each academic program's assessment outcomes year over year. The software allows everyone to gather actionable insights from a variety of reports to make decisions on how students are learning and aides in making decisions on program changes.

Academic programs align all program learning outcomes with the Institutional Common Learning Outcomes (ICLO). The ICLO Plan focuses on tracking students' abilities related to Problem Solving/Critical Thinking, Technical Skills, Professionalism, and Communication. Faculty are supported by Celebrating Learning Team coaches. The Celebrate Learning team is a faculty led committee charged with reviewing each program's PLO plan and providing feedback to each academic program. The PLO Plans articulate the desired learning outcomes to be achieved by the graduates of a program and multiple points of evidence are collected and analyzed for each learning outcome. In addition, required coursework in the program maps to the PLOs. A curriculum map is a chart that illustrates the connections between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The Curriculum Map also indicates to what extent a learning outcome is taught (introduced, reinforced, mastered). The maps assist in identifying redundancies and gaps in the curriculum.

- B. Is the program preparation for a professional licensure and/or certification examination?

- ☐ Yes (Detail in Appendix 4: Section 3)  
☒ No

### 3.3. Describe the program of study by completing Appendix 3.

### 3.4. Describe the program's work-based learning component.

A. Does the program have a work-based learning component? If so, select all that apply.

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> None                                | <input type="checkbox"/> Clinical |
| <input type="checkbox"/> Apprenticeship                      | <input type="checkbox"/> Capstone |
| <input checked="" type="checkbox"/> Internship or Externship | <input type="checkbox"/> Other:   |

B. If none, describe why.

3.5. Describe the program's delivery methods.

A. Select the program's primary delivery method(s)<sup>1</sup>. Select all that apply.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> On Campus | <input type="checkbox"/> Apprenticeship |
| <input checked="" type="checkbox"/> Online    | <input type="checkbox"/> Other:         |
| <input checked="" type="checkbox"/> Blended   |   |

B. Describe how flexible delivery methods are being leveraged to increase student access.

In an intentional effort for this program to be accessible for students, courses will be delivered through face-to-face, online, and blended methods. STC is currently installing additional technology so that students can interact more seamlessly with instructors and with each other simultaneously in multiple environments.

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<sup>1</sup> **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.



#### CRITERION 4: ALIGNMENT

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The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
  - 4.1.1. Non-degree credential/industry certification
  - 4.1.2. Certificate to diploma
  - 4.1.3. Diploma to associate of applied science
  - 4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

The AAS in Human Resources Management aligns with the existing business degrees that STC offers. The Human Resources Management program includes 15 credits of general education and 2 credits of student success that are common to all business programs and a majority of programs at STC. In addition, a common core of business courses including Foundation of Business, Business Communications, Customer Service, and Supervisory Management comprise 22 credits of the program that are common to the existing AAS in Business Administration and AAS in Entrepreneurship. The Human Resources Management program allow students to have both the business foundation and the specialty in a specific field. Graduates will also be able to pursue further degrees through baccalaureate-granting institutions.

C. As applicable: Insert any additional comments here.

## CRITERION 5: CAPACITY

The institution demonstrates the internal and external resources necessary to develop, implement, and sustain the program.

- 5.1. The institution demonstrates the financial resources necessary to develop, implement, and sustain the program.
- 5.2. The institution demonstrates appropriately certified and qualified faculty are in place with expertise in content, pedagogy, and related industry to develop and validate the program learning outcomes.
- 5.3. The institution's physical facilities (e.g., classrooms, laboratories) reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.4. The institution's equipment and technology resources reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.5. The institution demonstrates the ability of the program to meet institutional and programmatic accreditation standards, as applicable.

5.1. Describe the institution's financial capacity to develop, implement, and sustain the proposed program.

A. Complete Appendix 5.

B. Describe the proposed program's anticipated local fee structure. Description of fee structure should be specific to the program.

The Human Resource program fee structure will be in alignment with STC's current fee structure. There will not be any additional fees associated with implementing or maintaining the academic program. Total current total tuition is set at \$255.00 per credit. The tuition breakdown includes state tuition of \$124 per credit, State R&M fee of \$6 per credit, State facility fee of \$36 per credit, and local fees totaling \$89 per credit (local institutional fee, student government fee, and local R&M fee). There are no additional fees associated with this program, such as program fees associated with this program or delivery of the program.

While this is a high demand career field there is not any special equipment or facilities needs to deliver the academic program. All courses are theory-based courses and existing lecture classroom space will be utilized to deliver the curriculum. The program will also be offered in a hybrid and online format to meet the needs of students who may live in a rural area of South Dakota or because of work and family are looking for an alternative delivery method.

C. What is the proposed program weight factor (funding formula)?

- ☒ Standard Cost (1)
- ☐ High Cost (3)
- ☐ High Cost, Low Density (5)

I. Provide rationale related to the selection of proposed program weight factor.

The proposed program aligns with the state-level guidance for the standard-cost program weight factor. The proposed program does not require extensive overhead in faculty, expansion or renovation of physical facilities, or equipment and technology resources. Further, the program could enroll a large group of students if the demand were present.

D. Describe the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Since this is a theory-based program and no new specialized equipment or facilities are needed there is no capital outlay need to launch the program. Should the program enrollment or income not materialize the program can be terminated with no significant financial loss to STC.

While this is a high demand career field there is not any special equipment or facilities needs to deliver the academic program. All courses are theory-based courses and existing lecture classroom space will be

utilized to deliver the curriculum. The program will also be offered in a hybrid and online format to meet the needs of students who may live in a rural area of South Dakota or because of work and family are looking for an alternative delivery method.

Current classroom space will be utilized to deliver face-to-face instruction. Classroom schedules will be completed each semester using the current planning process to schedule classes and ensure continuity among all academic programs at STC. Students also could join classes online and utilize the existing Jenzabar Learning Management System (LMS) which all academic programs utilize at STC. STC will initially utilize adjunct faculty to provide programmatic level instruction. When the program reaches full capacity STC will evaluate the addition of a full-time faculty member to oversee the program based on enrollment numbers, industry trends, and current economic conditions.

Should the program enrollment or income not materialize the program can be terminated with no significant financial loss to STC as students can be absorbed within the existing Business Administration program.

5.2. Describe how the institution will ensure the appropriate certified and qualified faculty are in place with the expertise in content, pedagogy, and the related industry to develop and validate the program learning outcomes.

A. Describe the necessary qualifications of faculty who will be involved in the program.

STC strictly follows the Higher Learning Commission's on highly qualified faculty. Also, STC is currently working on programmatic accreditation for its business program through the Accreditation Council for Business Schools and Programs (ACBSP). All program faculty qualifications will be in full alignment with ACBSP accreditation standards and reviewed by ACBSP as part of the accreditation process. Faculty will be required to hold a Master's degree in Human Resources or Business Administration with an Human Resources emphasis or a related academic discipline or a Master's degree plus 18 graduate hours in the field of Human Resources. All General Education faculty must hold a Master's degree in field.

In addition, STC is working with USD, DSU and Northern to provide academic degree pathways for degree completion options. Both require that STC is hiring faculty who hold a master's degree in field or a master's degree plus 18 graduate hours in field as defined as highly qualified by HLC.

STC has a robust faculty training and development program. All adjuncts hired are required to complete a series of five professional development and training program. The five courses provide training and guidance on use of the LMS, educational pedagogy, assessment at the program and course level, student engagement, classroom management, and use of instructional technology.

All full-time faculty are enrolled in a two-year mentor-based training and development program. The new faculty start their training and development with an intensive two-week training during course. After they are assigned with another full-time faculty mentor who they meet with monthly. The training and development continue throughout the academic year with additional classroom-based training and development.

B. Does the instructorship(s) currently exist in the roster of Instructor Salary Support market value determinations?

- ☒ Yes  
☐ No

I. If no: Describe the SOC(s) codes and titles that will need to be added.

5.3. Describe the existing and/or new physical facilities that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in physical facilities.

Current facilities at STC will be utilized to deliver the curriculum with students having the option to complete the entire program online. No new facilities will need be constructed and there will be no need for any type of facility renovations to deliver the curriculum.

5.4. Describe the existing and/or new equipment and technology resources that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in equipment and technology resources.

There will not be specialized equipment or technology needed to deliver the curriculum. The current learning management system will be utilized to assist in the delivery of this theory-based curriculum both on campus and online.

5.5. Describe the institution's and proposed program's ability to meet institutional and programmatic accreditation standards, as applicable.

A. Specify Higher Learning Commission (HLC) requirements.

- ☒ Notification Only
- ☐ Approval Required
- ☐ None
- ☐ Other:

B. Is there an accrediting or professional organization that has established standards for the program?

- ☒ Yes
- ☐ No

C. If yes: Describe the ability of the proposed program to meet professional accreditation standards. If the program does not or cannot meet those standards, describe the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation. Provide the date by which the program would be expected to be fully accredited.

If the institution does not plan to seek specialized accreditation, provide a rationale for not seeking.

STC's Business program is currently working on applying for full accreditation with the Accreditation Council on Business Schools and Programs (ACBSP). At present, STC's Business program holds candidacy status with ACBSP. STC will be able to apply for recognition of the Human Resources Management program by ACBSP after two graduating cohorts from the AAS in Human Resources Management

## **APPENDICES**

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- 2.A. Labor Market Information
- 2.B. Student Demand Projections
- 3. Program of Study
- 4. Alignment Projection
- 5. Financial Projections
- Letters of Support
  - o Avera Health
  - o Minnehaha County Human Resources

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 2.A: Labor Market Information**

Southeast Technical College  
Associate of Applied Science in Human Resources Management

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$ 36,823.00	\$ 44,961.00
13-1151	Training and Development Specialists	60	508	562	55	10.80%	\$ 53,466.00	\$ 51,500.00
13-1141	Compensation, Benefits & Job Analysis Specialists	20	696	763	67	9.60%	\$ 54,877.00	\$ 47,500.00
13-1071	Human Resources Specialists	38	1051	1129	78	7.40%	\$ 57,112.00	\$ 52,345.00
11-3121	Human Resources Manager	15	255	281	26	10.20%	\$ 68,668.00	\$ 61,454.00

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
13-1151	Training and Development Specialists	4100	328700	364200	35500	11.00%	\$ 62,700.00	
13-1141	Compensation, Benefits & Job Analysis Specialists	1500	91900	100700	8800	10.00%	\$ 67,190.00	
13-1071	Human Resources Specialists	8450	674800	745000	70200	10.00%	\$ 63,490.00	
11-3121	Human Resources Manager	3450	458500	521000	62500	10.00%	\$ 78,500.00	

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)

**DATE:** 8/27/21

**NOTES:** 31-Aug-21

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.B: Student Demand Projections**

Southeast Technical College

Associate of Applied Science in Human Resources Management

	YEAR 1	YEAR 2	YEAR 3
<b>Student Full-Time Equivalent (FTE)</b>	<b>20</b>	<b>30</b>	<b>40</b>
Headcount: Full-Time	10	20	20
Headcount: Part-Time	10	10	20
<b>Headcount: Total</b>	<b>20</b>	<b>30</b>	<b>40</b>
<b>Total Program or Site Capacity</b>	<b>40</b>	<b>40</b>	<b>40</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Associate of Applied Science in Human Resources Management

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	64

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
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<b>I. GENERAL EDUCATION CORE</b>				
ENGL101	Composition	3	English Composition will help develop proficiency in writing concise, coherent essays, and in using correct English. Several modes of discourse will be explored and good grammar skills are emphasized. This course will improve the student's critical thinking skills as it provides students with practice in all stages of the writing process: planning, supporting, rewriting, analyzing, proofreading, and editing. This course will also require critical reading and writing.	Y
MATH114	College Algebra	3	This is a first year, one semester College Algebra course. It begins with a review of the fundamental concepts of the real number system, polynomials, factoring, rational expressions and complex numbers. It continues with linear equations and inequalities, graphs of functions, polynomial and rational functions, exponential functions and logarithmic functions. Systems of equations, matrices and determinants, and probability will be covered as time allows. Throughout the course there is extensive use of the graphing calculator.	Y
CMST101	Speech	3	Based on the study of communication theory as applied to public speaking. The goals are to improve the student's public speaking and listening skills. Experiences in the class range from developing speech outlines, researching topics, and practicing delivery techniques for an informative, persuasive, and panel discussion assignment.	Y
SOC107	Multiculturalism	3	Explores the dynamics of living in a multicultural society. Attention will be given to contemporary issues of multiculturalism and an examination of the benefits and challenges of social diversity in a modern day society.	Y
CSC105	Introduction to Computers	3	Includes essential computer hardware and software concepts as well as an introduction to the Internet (basic navigation and searching), and the web mail program used at Southeast Tech. Students will gain a proficiency in working in a wireless local area network environment and with the Microsoft Windows Operating System. File management skills will be reinforced as students create documents, spreadsheets, presentations and databases using the applications included in the Office suite. The class will utilize a hands-on, project-oriented approach that allows students to learn by example. Students will complete a variety of projects focused toward the objectives of their given program of study.	Y
SSS100	Student Success Seminar	2	This course provides students with tools and techniques that will help them be successful in their program of study. The course focuses on interactive exercises which will help the learner identify personal strengths, learning styles, and support resources. Reading and study techniques will also be practiced.	Y



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**Appendix 3: Program of Study**

Southeast Technical College

Associate of Applied Science in Human Resources Management

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	64

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>17</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

<b>II. PROGRAM CORE</b>				
HRM 212	Human Resource Management	3	While many of the tasks associated with human resource management are centered in the HR Department, all managers have HR responsibilities. This course will cover the broad range of topics associated with HR management from the perspective of the HR professional, the manager, and the employee. This course serves as the base course in both the undergraduate HRM major and minor. It will also serve to familiarize students who hope to become managers or team leaders during their careers with some of the issues they will have to deal with, such as staffing, motivating, and developing team members.	Y
HRM XXX	HR Compliance	3	This course covers compliance aspects that all businesses face including FMLA, Worker's Compensation, EEOC, COBRA, FLSA, and the ADA. Students will learn how to prevent legal problems and how to deal with issues concerning discrimination, diversity, grievances, and terminations. This course will also focus on the importance of FMLA and ADA tracking. Future HR Professionals, managers, and business owners will benefit from taking this course. Prerequisite: BUS 212 ("C" or higher required)	N
HRM XXX	Compensation/Benefits	3	This course is designed to provide a working knowledge in the areas of pay and benefit practices including job evaluation, salary surveys, individual and group performance-based pay. This course will also cover various types of employee benefits, including supplemental pay, insurance, and retirement benefits. Prerequisite: BUS 212 ("C" or higher required)	N
HRM XXX	Talent Acquisition & Training	3	This course will provide the tools necessary to attract, hire, and retain the best talent at your organization. Students will develop an understanding of the various ethical and legal considerations when hiring new employees. Emphasis will also be placed on appropriate onboarding and training for all new hires. Prerequisite: BUS 212 ("C" or higher required)	N
ACCT 217	Payroll/Computerized Accounting	4	Payroll Accounting This course introduces federal laws affecting personnel and payroll records and covers in detail how to process a payroll. Topics covered include the calculation and recording of gross pay and overtime, federal income taxes, social security taxes, and federal and state unemployment taxes.	Y
HRM 256	Ethical Decision Making	3		Y
BUS 101	Foundations of Business	3	Student will receive an overview of many different elements in the business world. The overview will include the business environment, business ethics, types of ownership structures, management techniques, marketing principles, technological implications, monetary basics and investments.	Y

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Associate of Applied Science in Human Resources Management

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<b>TOTAL CREDITS:</b>	64

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
MKT 120	Principles of Marketing	3	To stay on top of the fast-paced changes in the business world, students will investigate marketing's role in the process of creating, distributing, promoting and pricing goods, services, and ideas. This class is dedicated to customer value (value-driven marketing) and customer relationships (relationship marketing); two crucial aspects in today's dynamic competitive environment.	Y
BUS 130	Business Communications	3	The students will learn to communicate effectively in North American culture by preparing professional documents and learning to use the channels of communication best suitable for their audiences. Correct English, spelling, punctuation, and proofreading will also be emphasized. Students will become aware of message types and appropriate business tones. Professionalism in the workplace will be stressed throughout the course.	Y
ACCT 210	Accounting I	4	This course is an introduction to the basic concepts of accounting. It teaches basic principles of accounting application to service and merchandising businesses in a sole proprietorship environment. This course emphasizes the qualities of a properly designed accounting system including the principles of internal control, subsidiary ledgers, preparation of financial statements, and review of basic payroll concepts. This course also highlights the use of the Excel program throughout the course.	Y
BUS 217	Customer Service	3	Providing excellent customer service remains one of the most important ways for any business to differentiate itself from competitors. In this course, students will improve their service skills through a multi-faceted approach: by learning how to handle difficult customers, by improving communication skills, by appreciating diversity and by building loyalty.	Y
BUS 180	Personal and Professional Life Skills	3	This course is designed to provide students the skills to get the job, keep the job and have a fulfilling life. Students will create an online brand and a professional resume. Students will learn skills to improve their emotional intelligence and soft skills and will recognize their potential impact on their personal and professional lives. The following areas of personal wellness will be focused on: Physical, Emotional/Mental, Spiritual, Intellectual, and Financial. The importance of participating in civic duty will also be practiced. As this is a Capstone course, it is highly recommended to complete this course in your final semester.	Y
MKT 160	Principles of Selling	3	Emphasizes the importance of establishing good relationships, finding prospect needs and a solution to those needs, and closing the sales interview. Also, students will examine the insights of dealing with customers in order to successfully satisfy the needs of both parties involved in a sale.	Y

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 3: Program of Study**

Southeast Technical College

Associate of Applied Science in Human Resources Management

<b>MONTHS:</b>	24
<b>SEMESTERS:</b>	4
<b>TOTAL CREDITS:</b>	64

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
BUS 210	Supervisory Management	3	Students will learn about the changing role of supervisors in today's business world. Trends such as downsizing, cost cutting, quality enhancement, employee empowerment, and increased diversity have complicated the supervisor's role. Students will learn decision making and problem solving processes and explore methods to achieve maximum productivity while maintaining a positive work environment.	Y
BUS XXXX	Elective (Internship Course will be strongly encouraged)	3		Y
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>47</b>	<b>TOTAL NEW COURSES:</b>	<b>3</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 4: Alignment Projection**

Southeast Technical College

Associate of Applied Science in Human Resources Management

**TOTAL CREDITS IN PROPOSED PROGRAM:**

64

I. STACKABLE OPPORTUNITIES						
PROGRAM NAME		Short-term Certificate		Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program
N/A		Long-term Certificate		Forthcoming		
		Diploma				
		AAS				

II. ARTICULATION AGREEMENTS (BACCALAUREATE)						
PROGRAM NAME	COLLEGE OR UNIVERSITY	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
BS in HR Management	Bellevue University		Forthcoming		120	60
BS in HR Management	Western Governors University	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming	Spring 2022	120	60
BS in HR Management	Northern State University	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
			Forthcoming	Spring 2022	120	48

III. LICENSURE AND CERTIFICATION OPPORTUNITIES		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
SPHR Certification	Society of Human Resource Managers	No
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
PHR Certification	Society of Human Resource Managers	No

# **SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

## **Appendix 5: Financial Projections**

Southeast Technical College

Associate of Applied Science in Human Resources Management

	YEAR 1	YEAR 2	YEAR 3
<b>Student FTE</b>	<b>20</b>	<b>30</b>	<b>40</b>

### **I. PROJECTED EXPENDITURES**

<b>A. ONE-TIME</b>			
New/Renovated Facilities	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Other: Faculty Professional Development	\$ 5,000.00	\$ 5,000.00	\$ 2,500.00
<b>Sub-Total: One-time</b>	<b>\$ 5,000.00</b>	<b>\$ 5,000.00</b>	<b>\$ 2,500.00</b>

<b>B. RECURRING</b>			
<b>B.1. PERSONNEL</b>			
FTE (Faculty and Staff)	1	1	1
Salary & Benefits	\$ 86,450.00	\$ 89,044.00	\$ 91,715.00
<b>B.2. OPERATING</b>			
Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ 1,000.00	\$ 1,000.00	\$ 100.00
Travel	\$ 2,500.00	\$ 1,000.00	\$ 1,000.00
Other	\$ -	\$ -	\$ -
<b>Sub-Total: Operating</b>	<b>\$ 3,500.00</b>	<b>\$ 2,000.00</b>	<b>\$ 1,100.00</b>
<b>Total: Recurring</b>	<b>\$ 89,950.00</b>	<b>\$ 91,044.00</b>	<b>\$ 92,815.00</b>

<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 94,950.00</b>	<b>\$ 96,044.00</b>	<b>\$ 95,315.00</b>
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### **II. PROJECTED REVENUE**

Tuition	\$ 74,400.00	\$ 111,600.00	\$ 148,800.00
State Fees	\$ 25,200.00	\$ 37,800.00	\$ 50,400.00
Local Fees	\$ 53,400.00	\$ 53,400.00	\$ 53,400.00
Location-Based Fees	\$ -	\$ -	\$ -
State Sources		\$ 75,418.20	\$ 113,127.30
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

<b>TOTAL REVENUE</b>	<b>\$ 153,000.00</b>	<b>\$ 278,218.20</b>	<b>\$ 365,727.30</b>
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<b>REVENUE - EXPENDITURES</b>	<b>\$ 58,050.00</b>	<b>\$ 182,174.20</b>	<b>\$ 270,412.30</b>
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*\*Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*

**Notes:**



To Whom It May Concern,

This letter in support of starting a new Human Resources Degree at Southeast Technical Institute. As an Avera employee I feel there is a need for specific Human Resources professionals to enter the field upon graduation.

Having individuals focus and gain education specifically within the Human Resources realm instead of a general business degree will prepare them for every aspect that is encountered within HR on daily basis within a company. This can be Human Resources Law, Benefits, Compensation, HR Ethics, Recruitment and Leadership. I can say being in the HR field for almost 6 years and having graduated from Southeast Tech, I wish I would have had more time to gain education and skills in those areas.

Having a degree in Human Resources will provide skills that employers look for in applicants wanting a position within their HR departments. This will also build a pipeline of professionals who will be ready to assist our local business in attracting and retaining talent with the tools and education learned at Southeast Tech.

As a graduate from Southeast Tech I really appreciate having a local school that provides these type of degrees making a way for students of all ages seeking local opportunities! If you have any questions feel free to contact me.

Thank you,

Moises Vanegas Reyes  
Avera Talent Sourcer  
605-322-7921  
[Moises.Vanegas@Avera.org](mailto:Moises.Vanegas@Avera.org)

*Sponsored by the  
Benedictine and  
Presentation Sisters*

## Minnehaha County Human Resources

September 30, 2021

To whom it may concern,

I recently participated in the Human Resource Management advisory board to assist Southeast Technical College in assessing the need for a human resources program. This consisted of viewing potential program development information and completing a survey on employment needs within our community. After reviewing the survey results, I am offering this letter in support for the development of a Human Resources Management Associate's Degree at Southeast Technical College.

A degree based human resources program in Sioux Falls will provide professional skills and education in a variety of topics valuable to individuals interested in pursuing a career in human resources or in any field of management. A two-year program is an ideal opportunity for an individual to prepare for a career in the field. It also provides a foundation for anyone interested in pursuing additional education in preparation for specialized or management level human resources positions.

Please feel free to contact me for additional information or questions regarding this letter of support.

Sincerely,



Carey Deaver  
Director of Human Resources, SPHR, SHRM-SCP



Administration Building, 3<sup>rd</sup> Floor  
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**Strong Foundation. Strong Future.**  
Equal Opportunity Employer and Service Provider

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